DOCUMENT RESUME

ED 131 652 EC 091 919

TITLE	Gifted Children in the Schools: Gifted and Talented. Part 5 of 5.
INSTITUTION	George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
SPONS AGENCY	Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Robert Sterling Clark Foundation, Inc., New York, N.Y.
PUB DATE	76
NOTE	25p.; A transcript of National Public Radio's OPTIONS IN EDUCATION, Program No. 31; For related documents in the series, see EC 091 915 - EC 091 919
AVAILABLE FROM	National Public Radio, 2025 M Street, N.W., Washington, D.C.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	*Attitudes; *Creativity; Early Childhood Education; *Educational Radio; Elementary Secondary Education; Exceptional Child Education; *Gifted; Labeling (of Persons); Post Secondary Education; Radio; School Funds; *Skill Development; Special Programs; *Talented Students; Talent Identification
IDENTIFIERS	Options in Education; Personal Experiences

ABSTRACT

Provided is the transcript of Part V of a five-part series on gifted children in the schools, presented by Options in Education -- a weekly radio broadcast devoted to coverage of news, features, policy, and people in the field of education on National Public Radio. Some personal experiences of gifted and talented persons are described; and various problems and issues relating to the education of this population are discussed, such as funding, skill development, attitudes, and labeling. Among participants listed are gifted and talented students, legislator J. Javits, and such educators and experts as H. Lyon, E. Larsh, R. Amrein, J. Renzulli, and R. Mancuso. (IM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

INSTITUTE FOR EDUCATIONAL LEADERSHIP
THE GEORGE WASHINGTON UNIVERSITY

Program #31
GIFTED & TALENTED
Part 5 of 5

"Gifted Children in the Schools

npr National Public Radio

Options in Education

2025 M Street, N.W. Washington, D.C. 20036
202-785-6462

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED131652

TABLE OF CONTENTS

	Page
INTRODUCTION	1
"Running Blue Jean Things," Poem by KENNETH GRAY, Gifted High School Student in Chicago	1
SENATOR JACOB JAVITS, New York, on new federal appropriation for gifted child education	2-4
STEPHANIE MILLS, 16-year-old star of "The Wiz"	4-5
DR. HAROLD LYON, Director, U.S. Office of Gifted and Talented, HEW	5-7
ANYA HURLBURT, Houston, and HARRY LITTMAN, Pittsburgh, 1976 Presidential Scholars	7-11
DR. EDWARD LARSH, Regional Office for Gifted & Talented, Denver	11-13
ROBERT AMREIN, Director of Summer Programs, Talcott Mountain	13-14
MATTHEW KIRSCHMAN, Student at Talcott Mountain	15-16
DR. JOSEPH RENZULLI, Educational Psychologist, University of Connecticut	16-17
RUTH MANCUSO, Chairperson, New Jersey State Board of Education	17-18
LETTERS FROM LISTENERS	18-20
TALCOTT MOUNTAIN STUDENTS, Launching a Weather Balloon	20

This Series on Gifted and Talented Children is made possible by a Grant from the Robert Sterling Clark Foundation

"Copyright © 1976 by National Public Radio & the Institute for Educational Leadership."

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
John Merrow
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

EC 091 919

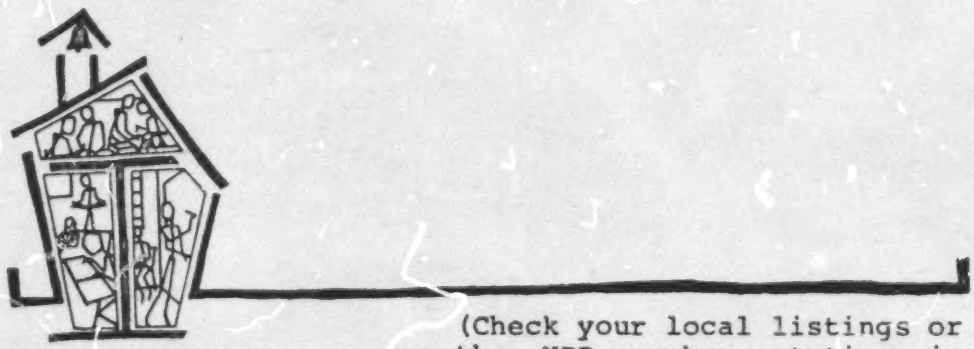
OPTIONS IN EDUCATION is an electronic weekly magazine devoted to coverage of news, features, policy & people in the field of education. The program is available for broadcast to the 185 member stations of National Public Radio.

The Executive Producer is John Merrow. The Acting Producer is JoEllyn Rackleff, and the Co-Host is Wendy Blair.

Permission is hereby granted for the non-profit reproduction of any and all of the copyrighted material contained in this transcript providing credit is given to National Public Radio's OPTIONS IN EDUCATION.

OPTIONS IN EDUCATION is a co-production of National Public Radio and the Institute for Educational Leadership at The George Washington University.

Principal support is provided by a grant from the National Institute of Education. Additional funds are provided by the Carnegie Corporation, the Ford Foundation, the U.S. Office of Education, the Robert Sterling Clark Foundation and the Corporation for Public Broadcasting.



(Check your local listings or the NPR member station in your area for time and date of broadcast.)

Contact: Ms. S. Gay Kinney
Public Information
(202) 785-6462

(OPENING THEME)

BLAIR: I'm Wendy Blair with NPR's Options in Education.

(Cheerleaders and crowd)

(MUSIC)

BLAIR: Options in Education is a news magazine about all the issues in education from the "A-B-C's" of preschool to the alphabet soup of government programs. If you've ever been to school, we have something that will interest you.

MERROW: This is John Merrow. On this edition of Options in Education - the gifted child.

CHILD: I'm basically a writer by nature and I wrote so much about that and when I look back on that it is very childish and immature but I can empathize with my past self fully.

MERROW: The talented child.

CHILD: Kids my age that are in the business are so much older. Like, if there was a sixteen year old boy that was doing a film and making his own money and had credit cards and had a car and stuff like that, he'd be much more mature than a guy that just went to school and went home again.

MERROW: And...the politics.

MAN: Advocates for gifted and talented education are a minority group in American education.

(MUSIC: "Running Blue Jean Things)

Cindy August

AUGUST: Running through the park
The sun-kissed children of emotion
Laughing at ourselves
At each other
At the world

Charging the wind
Bidding it to do our will
To take our kite within its hands
Some may see us from their windows
Blue jean things without a care
Our hair trailing
And our true features...
Smiles

Behind their windows
Around the curtains
They wonder who, or what we are
And why we run into the wind
Dragging a kite that may never fly
And some may see us through mellowed eyes
Reliving sunny days in our reflection
Asking why it had to end
Wondering whey their kite had broken
And what became of the joy

MERROW: Cindy August, reading an award-winning poem by Kenneth Gray of Morgan Park High School in Chicago. "Blue Jean Things" comes from station WBEZ which produces a regular series in Chicago called "Spotlight on the Gifted Child". And, this is the last program in our own five-part series on "Gifted Children and the Schools."

Wendy Blair is on assignment this week; sitting in for her is NPR reporter, Connie Goldman.

GOLDMAN: Over the past weeks, we've been asking questions about gifted children and their educational needs. We found that most states rely on I.Q. scores to identify gifted children. If you score 130 or higher, you're gifted. But most educators believe that more than one identification procedure should be used. An I.Q. score alone isn't really enough. I.Q. scores are especially unreliable if the child is from a disadvantaged background.

(MUSIC)

MERROW: Experts tell us that between three and five percent of the population is gifted. That means, roughly two million school-aged children. Because individual I.Q. testing is so expensive and time-consuming, most school districts test only a small fraction of tneir students. In fact, only about one gifted child in twenty is ever identified. And most of those who are identified, are not in any kind of special educational program. But maybe that's as it should be. Some teachers told us to just leave the gifted children alone; just show them where the library is. They should succeed or maybe they're just not that gifted after all.

GOLDMAN: Should there be special programs or not? Later in this program, we are going to read some of your letters on that subject.

MERROW: But even if we all agree that schools should have special classes for the gifted, the Congress, the states and the local community would still have to find the money.

GOLDMAN: Right now, there is no big lobby for the gifted and there's nothing in the way of legislation that compares to the education of the handicapped children act which the Congress passed last year. That bill requires states to provide a free and appropriate education for handicapped children. That will be expensive and the federal government will pay up to forty percent of the extra costs. This may eventually amount to one billion federal dollars. The key word is "appropriate". Appropriate education for gifted children is expensive, too, say its advocates, which leaves us again with the problem of finding the money.

MERROW: This fiscal year, the federal government will spend two and a half million dollars on education for our brightest youngsters. It's the first time the U. S. Office of Education for the Gifted and Talented has ever been funded. One of the men most responsible for that appropriation is Senator Jacob Javits of New York. I asked Javits why he believes we should spend money on gifted children.

JACOB JAVITS

JAVITS: Because there is a federal program and a very big one for under privileged kids, or kids who are under par in their intellect and understanding, in a sense, the gifted and talented suffered like these other children in that they were put in classes with children whose progress was much slower than their own.

Many of them intended to simply, to use a curbstone phrase, "clam up". And, therefore, their talents and their gifts did not come out. This is a terrible loss to the nation when you appreciate that we are talking about somewhere between one and a half and two and a half million children.

MERROW: Senator, the legislation that you pushed through has brought about a two and a half million dollar appropriation but the President's budget calls for cutting it in half to $1.2 million. Do you think that cut is going to go through?

JAVITS: I hope not but, even if it does, it's still something. Though I must say that I am so disappointed in our country with the failure for minor amounts of money to take advantage of great efforts forward in terms of the national resources. There is no greater national resource that gifted and talented children who can grow up to be geniuses or, certainly, extremely productive citizens.

MERROW: Do you think it's possible, Senator, that some people will support education for gifted and talented as a way of kind of "getting off the hook" for supporting money for disadvantaged kids? That is, are we swinging back from egalitarinism toward elitism?

JAVITS: No, I don't think so. I think we are just recognizing facts.

MERROW: Isn't is kind of ironic, Senator, that -- I mean you are a walking version of the Horatio Alger story -- and here you are supporting a federal legislation for special programs. Don't you believe that cream rises to the top?

JAVITS: I believe it rises to the top if given a chance. I believe lots of cream has settled to the bottom when not given a chance, frustrated by the conditions in which it is situated.

MERROW: How about in your own experience, Senator? You were a gifted child. You went through school early; you worked and then went to night school. Any special people in your own background who enabled you to make it?

JAVITS: Yes, I think it was gifted teachers. I had a teacher in high school whose name was Jessie Wallace Ewing. Interestingly enough, she was a life-long socialist -- ran on the socialist party ticket. She taught me English and literature and, in my last year or so of high school, had a very profound effect upon my thinking. Now, gifted and talented children, if I was one, and I don't know if I was one, can also be brought out by that kind of care. But that's so haphazard and so unscientific and so chancey. What I'm trying to do is to be sure that we locate this national wealth to a far greater extent than these chancey encounters will justify. Of course, the administration now, and H.E.W., under Dr. Lyon, is very, very strongly pushing that idea and I'm delighted.

MERROW: What do you suppose happens to gifted kids who don't make it; who don't find that special teacher?

JAVITS: You know, gifted kids like that can go very wrong and become criminals. We don't realize how frustrating that can really be without even the youngster knowing what is hitting him. Or, they simply give up and conform and can engage in some mundane occupation, not that that's wrong. It's great! You know, I respect anyone who is good at what he does and tries hard. But, why lose this national benefit? That's all that this program is all about and, I affirm again, it's all too small for what is to be accomplished. But, unhappily, though I fight it and will in this, it is the will of our world.

GOLDMAN: Senator Jacob Javits of New York.

MERROW: All this talk about the gifted seems a bit abstract. So here's one gifted child who has performed professionally since age three. She's got some concrete musical contributions.

(MUSIC: Theme from "The Wiz")

GOLDMAN: That's Stephanie Mills, sixteen-year-old star of "The Wiz", a black musical based on "The Wizard of Oz". She talks with reporter, Rick Mitz about being a child prodigy.

STEPHANIE MILLS

MILLS: My life-style has changed -- it's much quicker. I'm moving at a fast pace. I haven't got time for anything too long. You know, everything has to be quick.

MITZ: Do you ever get to the point where you think that perhaps you just can't do that role one more night?

MILLS: I haven't gotten to that point yet, but I'm getting there. I'm getting ready to talk to my brother for a vacation. It hasn't gotten to be boring too much. But, to do it every night, it becomes...you get frustrated with it a little bit.

(MUSIC: "I Can't Say Really Bad")

MITZ: A lot of people have said that when young people like sixteen-year-old actresses, are actresses and are in the theatre or in the movies, they suddenly have to grow up.

MILLS: You grow up much faster because you are around older people.

MITZ: What about that lost childhood, though, do you miss your childhood at all?

MILLS: I had a childhood. I didn't have a long, drawn out one. But, now, I don't get a chance to see my friends or anything.

MITZ: You've been very lucky and you'll probably have a great deal of success. But, there were a couple of years back there when at the ripe old age of fifteen you couldn't get work -- or fourteen you couldn't get work...

MILLS: Fourteen.

MITZ: What happens if at eighteen you are suddenly out of work? Do you even think about that?

MILLS: By 18 I will be rich and won't have to work any more. No, I don't think at this point that things that are being planned for me -- at least, I will hope not -- that I won't be out of work.

MITZ: If you couldn't act -- if you woke up one morning and all of a sudden . . .

MILLS: Well, I don't consider myself an actress. In fact, I don't think I can act. I just do my instincts, like, because I never took lessons in anything. So, I don't consider myself an actress.

MITZ: But a lot of people who have seen you tell me that you've made them cry, because of your acting, whether you've taken lessons or not.

MILLS: Well, that's good. I'm glad to hear that, but I act on my instincts and feelings and what I would do as Dorothy in certain situations and how would she react to certain things, being in the Land of Oz and seeing all these weird things that she's never seen before; but really she has, because she daydreams, so she's seen them before in her dreams.

MITZ: Have you ever seen the movie before of "The Wizard of Oz"?

MILLS: Yes, it was the same thing. Judy Garland was not liked as Dorothy as she played that role, because Dorothy is a girl who has hang-ups, because she doesn't think that her aunt loves her and she doesn't think that she's attractive or pretty or anything like that, so, when she meets the scarecrow and the lion and the tin man, she gives them something that no one else can give -- she gives them courage, and brains and a heart. So, in return, she is a very important person, but she doesn't think so until the end.

(MUSIC)

MERROW: Stephanie Mills, currently playing Dorothy in "The Whiz." We don't know if Stephanie can do square roots in her head, but we know she can sing. She's got talent.

Not too long ago musical talent was not part of "the gifted" education programs in this country. One of the men who helped change that is Dr. Harold Lyon, Director of the U.S. Office of the Gifted and Talented. When his office began four years ago, it was placed in The Bureau of Education for the Handicapped in the huge bureaucracy of the Department of Health, Education and Welfare. That may seem like an odd combination. NPR reporter David Ensor asked Dr. Lyon about the association of "gifted and talented" with the handicapped.

DR. HAROLD LYON

DR. HAROLD LYON: These are all children who require special differentiated services that they do not receive in the average classroom. Now, there are court cases for the handicapped that have led to massive federal funding to help meet the needs of handicapped children. We're now beginning to see court cases coming about for the gifted. For exmaple, in Pennsylvania the Supreme Court ruled that every exceptional child -- handicapped and gifted -- required educational service commensurate with their needs, and that they have that right.

ENSOR: So, in other words, is Pennsylvania recognizing the same compelling need to bring a gifted child up to full potential as to

bring a blind child up to the full potential that it may have?

LYON: This is the implication of that Supreme Court ruling in the State of Pennsylvania. Pennsylvania happens to be one of the top ten states in the country in terms of what they're doing for the gifted. Now, the whole issue of the handicapped and the gifted needs to be looked at from another viewpoint. And that's that there's a very compelling emotional case for the handicapped. I would never trade places as a parent of gifted children with a parent of a mentally retarded or blind child. That child has compelling needs.

Now, the needs of the gifted are compelling too, but we don't want to compete with those needs of the handicapped. So, I don't want to put the gifted into competitive position with the handicapped. That's what happens to a degree when you're in the same bureau, and in the U.S. Office of Education, the new office of the Gifted and Talented that was created four years ago is under the Bureau of Education for the Handicapped, so, when it comes time to compete for scarce resources, the handicapped often is ahead of the gifted in terms of receiving those resources -- personnel resources, budget, and so forth.

ENSOR: I've often heard that the lobbies for the handicapped are the emerging big powerful lobbies of Washington -- I mean they have a very good emotional point to make, and they're making it tremendously effective these days. And you're saying that you don't think your office can compete with that, and maybe it shouldn't.

LYON: In fact, a recent resolution was passed by the Council for Exceptional Children to change the name of the Bureau of Education of the Handicapped to the Bureau for Exceptional Children, which would be a better umbrella for the gifted to be under. In addition, the most important thing that could happen would be to include the gifted under the handicapped legislation and change it to legislation for exceptional children. Then, we could ride on the successes of what's been done for the handicapped and have a greater appropriation.

ENSOR: Okay, but what's the argument on the other side for having gifted and talented under some other authority besides the handicapped?

LYON: Well, part of the argument is in what I've just said, that is, that if the gifted were a separate visible organization within the federal structure, then it wouldn't have to compete under the rubric of the handicapped bureau.

ENSOR: I'm getting the understanding from various people around town that you're beginning to feel that the Gifted and Talented Office ought to be somewhere else. Is that true?

LYON: Well, I want to see as much support for this growing program as we can have, and we require far more financial support and personnel support than we've had. And the office is operating with a tiny staff of two professionals and three clerical people, plus assorted volunteers, interns, graduate students, who come in, and without them we would never survive.

Now, the Deputy Commissioner of Education for the Handicapped is an exceedingly effective and competent person who has increased legislation and appropriation for the handicapped dramatically over

the last ten years. So, that's been his major thrust. Now, all of a sudden, he has a new stepchild, the gifted. I've been fighting -- it's true -- over the last four months to see higher priority given to the gifted and talented program within the U.S. Office of Education. And some of those fights and some of those issues that I've raised have been responded to very well by leadership in the U.S. Office of Education.

ENSOR: But some have not and that's what's got you worried?

LYON: In a time of competing priorities and stringent budgets, I'm not happy. What's going on at the national level is really in a sense a microcosm of what's going on throughout the country in many gifted and talented programs when a person who's come in that has some exuberance or enthusiasm for the gifted, programs have flared up, and then when it came time to cut back budgets, why the gifted programs were often the first programs to go. Advocates for gifted and talented education are a minority group in American education.

ENSOR: In other words, you're saying you haven't got the strong lobbies that the handicapped have?

LYON: That's right. And we probably never will have a strong lobby; only one in twenty youngsters are gifted or one in fifty. So, there aren't that many votes in terms of this, but there are still some concerned people in the Congress who feel that these are the youngsters who provide the future leadership for tomorrow, and we need to do something special for them. And they recognize that.

MERROW: Dr. Harold Lyon, talking with NPR reporter, David Ensor at a recent reception honoring the Presidential Scholars. Each year high school students compete for this honor -- 121 of the brightest seniors in this country are selected on the basis of their intellectual achievement and leadership. They come to Washington to receive a bronze medallion from the President. They are squired about town for four all-expense-paid days. I talked with a number of them, and, as a former high school teacher, I was turned on by their bursts of enthusiasm, although I can't help but wonder how I'd ever handle them in a classroom. They have the natural irreverence of adolescense, which seems to be in sharp contrast with the formality of their designation "Presidential Scholar."

(MUSIC -- "You Got to Learn How to Fall")

ANYA HULBURT

ANYA HULBURT: In elementary school and junior high, I was what you might call a social retard. I felt like I was very outcast, and people looked down on me, because they called me goody-goody and Miss Brains and all that kind of stuff. And that really bothered me. But when I got to high school and just in the past two years, I found my own circle of friends. And, so, I'm not always wanting to be part of that other crowd now, that I used to be. And I think that was just a phase that youth goes through -- you want to belong to the big crowd of cheerleaders and all that. And now I don't want to at all. So, I'm satisfied with the group I'm in now. I'm basically a writer by nature, and I wrote so much about that. I look back -- I mean it was so childish and immaterial, but I can empathize with my past self fully.

GOLDMAN: That's Anya Hurlburt of Houston, Texas. John spoke with Anya and with fellow Presidential Scholar Harry Littman of Pittsburgh, Pennsylvania.

MERROW: Okay, now, you're Presidential Scholars. To get here you had to write an essay about the major problem facing America. I'm intrigued . . .

ANYA HURLBURT AND HARRY LITTMAN

HARRY LITTMAN: No, an indepth solution to the major problem facing society.

MERROW: But you didn't even have to just identify it -- you had to solve it.

LITTMAN: That's right -- but please confine your answer to the space provided.

MERROW: How much space was provided?

LITTMAN: About half a page.

MERROW: Wait a minute -- what does that mean?

LITTMAN: I don't think that was a thought out question on the application. I think it's something that you'd assume that young scholars should think about, but I don't think about stuff like that.

ANYA HURLBURT: Well, I want to say something about that too. I thought that when I read it. I thought, well, this is dumb. They haven't thought about this question. They don't know what they're saying. They're giving us three-fourths of a page and expecting us to solve the world problems. But, when you think about it, that's just another way of really selecting us, because somebody who could write that concisely and really try - see that makes the essay much more difficult to write - and it will separate the sheep from the goats.

LITTMAN: Yeah, but still they're asking -- yeah, that the guy who is more impressive has written it better, but I don't think he's written about something he knows about. And, so, yeah, you're going to give an advantage to some kid who is really very sly, who knows how to put it well and concisely.

MERROW: You won.

LITTMAN: Yeah, well, I'm very sly.

HURLBURT: I don't think it's true that they were trying to pick somebody that was sly.

LITTMAN: Well, what's the biggest problem facing society? Gee, I don't know. I have a Presidential Scholar answer, but I don't have a real answer.

MERROW: What's your Presidential Scholar answer?

LITTMAN: I just put down survival and went through starvation troubles and survival troubles in the nations that I knew about.

MERROW: And Anya?

HURLBURT: I said over-population, because as I went through and listed about thirty problems that I could think of, I found that they were all related to over-population, so I did that one. I have brainstorms before I do essays -- I have a certain technique. I get all my ideas out and then I construct them in an essay.

MERROW: Maybe that's a hallmark of being a Presidential Scholar, being organized.

LITTMAN: Well, I don't know. Maybe I got in through the back door, but, yeah, I wasn't very organized. I wrote that out of frustration and at the final hour, too -- that second essay. It wasn't hard to write the long one, but that one . . .

MERROW: What's the long one?

HURLBURT: They wanted a statement on my personal feeling as a youth in the two hundredth year of America -- and then they gave several topics that you could do it on. You could do it on your heritage, on your work ethic and things like that. That would give you several ideas, and I did it, basically, on how the past relates to the future and how any generation feels being stuck in the middle and in the present, and especially this one.

MERROW: How does the past relate to the future?

HURLBURT: Well, I used an extended metaphor for my essay, and I talked about the machinery of humanity. It's like this conveyor belt, and each person in the past contrives to make the person of the present and the person of the future -- I mean everybody's linked, because, well, how do you produce humanity? You need one person and -- you know, the chicken before the egg. I don't want to go into sex education here. You understand -- but that's . . .

MERROW: I don't understand that at all. You mean to say we're all workers on an assembly line producing humanity?

HURLBURT: Basically, yes, and some people in some generations have been more aware of this. But our generation isn't, I think, because look how fast the past slipped away from us -- all this technology. I mean, like, our transitions are just being click, click, click. We're not even aware of them. So, everybody's just living in the moment and that's what's so screwy, because people don't have responsibility these days. Basically, Americans haven't really come up with any sort of plan for the future, not in energy -- they haven't come up with energy conservation. Have you seen a plan for future -- I mean, you haven't really seen a good one for the country. The only plan we've had is the Constitution and things like that.

LITTMAN: Well, I traced my grandparents, and it was probably a shortened soap opera, but it started in Russia around 1900. They had names that no one knows any more, very many letters.

HURLBURT: Are you Jewish Russian?

LITTMAN: Yeah, right.

HURLBURT: Do you consider yourself more Russian or more Jewish -- I'm just curious.

LITTMAN: More Jewish -- how my sense or a sense of Judaism for each generation had to change with each different framework.

MERROW: It seems as though you could write a marvelous essay too about being in this country and this country's preoccupation with its roots now, and, yet, its rootlessness. Let's go to those other questions. I think you were asked to identify the last or the most influential book you read recently and the best movie, or the most influential movie.

LITTMAN: Yeah, I picked for the book, Portrait of the Artist as a Young Man. I just read that -- it was all right.

MERROW: What's your book and movie?

HURLBURT: My book was Eric Hoffer's Reflections on the Human Condition, but I put that as -- well, it's very philosophical, very interesting. But I had really wanted to put some other books like Lolita and things like that. But I thought --

LITTMAN: Lolita . . .

HURLBURT: It's great, it's great, but I thought, well, if I could tell them how it affected me, they wouldn't choose me.

MERROW: I want to know how it affected you.

HURLBURT: Oh, it's a very wild book. That man plays with words so fantastically. A month after I read it, I was writing like him, for a while, and his words are fascinating. And I can adopt any writing style I want, so -- and, of course, his topic was very interesting.

MERROW: And your movie?

HURLBURT: My movie I put down Taxi Driver, because that was something. It affected me -- it was so -- the violence didn't affect me at all -- it was seeing all those neurotic, crazy people just holed up in that city.

MERROW: I forgot to ask you what movie it was you talked about.

LITTMAN: It was The King of Hearts.

MERROW: And why did you mention that? That's a marvelous movie. Why did you write about that?

LITTMAN: It really struck me.

MERROW: Of course, the theme is that it's the whole world that's crazy.

LITTMAN: You can say that a lot of ways, and it can make you cringe, because it's so badly said, but this is well done. And, then, you know, it ended and the guy goes back in -- well, if you're going to say that, then that's what you have to do.

MERROW: I apologize in trying to state the theme. It's a kind of movie maybe everyone should just go see and maybe not even talk about it.

LITTMAN: You're right, I think so. Well, you can talk about it. Everyone talks about it. We're scholars, aren't we?

MERROW: Yes, you're scholars. How old are you?

LITTMAN: I'm 18.

HURLBURT: 18.

GOLDMAN: Anya Hurlburt and Harry Littman, 1976 Presidential Scholars.

(MUSIC -- "You Got to Learn How to Fall")

MERROW: So far, we've talked about the Washington angle on education for gifted and talented students. Dr. Edward Larsh is in the Regional Branch of the U.S. Office for Gifted and Talented in Denver. He told me how things look from his vantage point.

DR. EDWARD LARSH

LARSH: When gifted and talented started in Washington, D.C. under Hal Lyons, why, without money they had to get some kind of an organization that could do some things so they involved the regional offices by appointing a regional officer that would be the liaison for the Washington office on gifted and talented. My job was to raise the level of awareness for the need for special programming for gifted and talented.

MERROW: So the first thing you do when you don't have any money is to get a lot of people.

LARSH: Yes. That's an interesting thing in itself. You can sometimes do a better job -- because you don't have money you can involve people. Whereas sometimes when you have money you think that you don't need them and less happens.

MERROW: Is there an increased level of awareness?

LARSH: Oh, yes! Very definitely. It's not as good as the handicapped because there isn't that kind of constituency out in the field, but there is definitely an increased level of awareness for special programming for kids that don't fit the "C" category of the regular school.

MERROW: What do you mean the "C" category?

LARSH: The "C" category is that general program that fits all thirty kids in the classroom rather than an individualized program that might fit both ends of the spectrum. The lower end, which we've got a lot of federal programs on -- we're trying to get them up to being average. There's been a lot of that but very little on the other end.

MERROW: People I've been talking to in preparing this tend to be advocates; they want more and more and more and they portray it as not just a groundswell but a veritable tidal wave of enthusiasm and new programs for the gifted.

LARSH: Yes. I'm not in that camp at all. Much to Hal Lyon's chagrin, I go out to a lot of these meetings. There are a lot of people who want gifted and talented special programming, special monies to impact on the special children who are so-called "gifted and talented". There are two or three problems I have with that: One, is that I personally think all kids are talented and I personally think all kids are special and

what I would like to see happen in our public schools is -- and this is just the old cliches -- is individualized programs that meet the needs of all children. If they are talented, you have programs that allow that kid to reach his potential. If he's not so talented, he reaches a potential maybe some level below that.

MERROW: What do Hal Lyon and some of the other advocates of the gifted program say when you come on with that wet blanket?

LARSH: I think that in all honesty, he finds himself in a program which, if it gets off the ground, I see as an evolutionary step. So, I can buy into the gifted program, Hal Lyon's program, as an evolutionary step to ultimately meet the needs of all children. It's a categorical aid program. Categorical aid programs by definition are narrow and parochial.

MERROW: Well, okay. There are a lot of categorical programs and there's really not much new money. Where's this money for gifted programs going to come from?

LARSH: You are absolutely right. I doubt if it's going to come from anywhere.

MERROW: How can I be absolutely right? All I did was ask a question.

LARSH: Well, I don't think it's going to come from anywhere. There is a little bit of money because under Public Law 93380, they had a category there and the Senate appropriated a little bit of money, but it's four million dollars for the entire country for the whole year. Well, you know, what the hell is that? It's nothing. And that probably will dissipate over the next couple of years if we continue to have this downing of social programs. I don't think there is going to be any new money and that which there is will probably have to be taken from some other program.

MERROW: What would that process amount to -- taking it from some other program. Where would you take it from?

LARSH: Well, at the federal level, which is Hal Lyon's gifted and talented program, I suppose you couldn't find where it's coming from. But at the local educational level, if you're going to put in gifted and talented programs, something has got to suffer and it might be the money that has been put into remedial programs or the other end of the spectrum again. There seems to be a trend in America, in my opinion, John, instead of just trying to mock up the lower end of the spectrum to getting to creeping meatballism to saying that we need a leadership sort of program and to appeal to the other end of the spectrum. The word that you get from a lot of the present administration of the O.E.O. programs, the Title I programs, is that they have not really been successful. Well, people listen to that and they say that if it hasn't done it there, let's do it on the other end. I suppose that's political.

MERROW: But if it's a political decision it would seem to me that the people advocating gifted education don't have much of a constituency if, after all, only two or three or four percent of the nation is gifted. You've got to do something to build the constiuency.

LARSH: Yes. I think a lot of parents see their children as being gifted. That all depends on how you define gifted. Irving Saddle and Hal Lyon are willing to compromise that definition a little bit. They don't really like the California model where you have to have a 131 I.Q. to be gifted. They are saying that there are other categories of giftedness, like psychomotor and the dance and the creative arts...finally, you can expand that and they end up in my camp absolutely...where every kid is gifted and now we just need to change the program.

MERROW: You can't lose politically if you've got one hundred percent.

LARSH: That's right. Calvin Taylor over in Utah has a very interesting model on the concept that all kids are gifted. He breaks them down into nine categories and he says that if you take an average class of thirty kids at a random sampling and test them on those, you'll find some kids high on one score and low on others but some will be high on something...all will be high on something.

MERROW: So, we're all gifted...I feel much better all ready! Thanks very much. Dr. Edward Larsh, Office of Education in Denver.

GOLDMAN: Dr. Larsh's suggestions echo those made by others in this series and by some of you in your letters to us. That is, each child should receive individual attention based on his or her needs.

MERROW: But getting special education programs of any kind is expensive. One of the states that leads the nation in its concern for gifted and talented education is Connecticut. Their show-place is the Talcott Mountain Science Center.

CHILD: You do neat things. It's not like the teachers tell you what to do. You just go along and do it and the teachers, you could easily say, are your friends.

GOLDMAN: That's Matthew Kirshman. A ten year old who spends his Saturdays at Talcott Mountain. The Center serves over sixty school districts in the state and is equipped with everything from a solar telescope to radio and television equipment, a computer, a darkroom, a complete weather station and equipment for measuring earthquakes as far away as South America. John spoke to the director of summer programs, Robert Amrein.

MERROW: We're sitting at the top of a mountain. Obviously, one of the things you can do is study astronomy. What are some of the other choices kids have?

ROBERT AMREIN

AMREIN: We do radio electronics, geology, ecology and meteorology mostly up here. We get into some things now on alternate energy sources, and we do what is called "chronobiology" -- study of biological rhythyms -- with kids, such as temperature, blood pressure changes and other things within the body which would affect their studying abilities. For example, we know that

some kids are much higher at three o'clock in the afternoon for studying such things as math -- adding random numbers is better in the afternoon than in the morning. The reason for doing this is for checking when things are taught in school. Most math and science is taught in the morning. We find out that actually kids seem to be better adapted for these subjects late in the afternoon-- perhaps even after school is over. So you have kids in two categories. You have what we call "owls" -- kids who work better late in the day-- and "larks -- kids who work very well early in the morning.

MERROW: Are you an "owl" or a "lark"?

AMREIN: I'm more of an owl. I work better late at night.

MERRROW: Let's talk a little bit about the kids. It's pretty competitive. What does it take to be admitted to the Talcott Mountain Science Center?

AMREIN: The Saturday program admissions is based on the state qualifications for the gifted. One of the things used by the state is I.Q. testing. There must be a minimum of 130. The teacher then writes a recommendation of this child which goes to the superintendent of schools and he selects a certain number that are qualified and he feels have the best ability as students. He then sends the applications to us and we screen the applications to make sure how many slots we have.

MERROW: So a town makes a decision as to how many slots it wants -- How much money it wants to put up for the kids in that town.

AMREIN: What happens is the towns allot the money. They pay for the program. Then the state reimburses them two-thirds of the cost.

MERROW: Connecticut has permissive legislation for gifted and talented. This means that a town may participate if it chooses but certainly doesn't have to.

AMREIN: Right. Each town does not have to participate. It is up to the individual town as to whether they want to send children here or not. They have programs ongoing within the school itself.

MERROW: You are dealing with two hundred and fifteen kids this semester. If you just accept the notion that three percent of the population is gifted, you just skim off that three percent, the State of Connecticut would have roughly eighteen thousand gifted kids and in this area there would be several thousand anyway. You are taking care of two hundred and fifteen this year or four hundred and thirty a year. What happens to those other kids?

AMREIN: This becomes a problem. Because of the size of the science center here we can only deal with so many students. What happens with the other kids is really up to the individual schools. We can take as many kids as possible here and train them. The hope is that these kids will go back and motivate the other kids to do things on their own. Whether this happens or not, we don't really know. We know that some kids go back and will help other kids do things, but the rest of it is totally left up to the school system.

MERROW: So, it's a sort of "trickle down" theory. You work with a small fraction of kids who in fact are qualified?

AMREIN: Right. We work with a small fraction and it varies from town to town.. Some towns may only send one child. Other towns may send as many as forty a year. It depends on the individual town as to what they want to commit.

MERROW: Does it bother you--the notion--the fact, rather, that a lot of gifted kids cannot come here?

AMREIN: Yes. I'd like to see more kids come, but you also have to worry about size. If you get too big a place, then you lose the type of things you can do.

MERROW: Rob, you have been working with gifted kids for a number of years now, and you are certainly familiar with the stereotypes of gifted kids. Does your experience match the stereotype?

AMREIN: I really don't see the kids any different than the average kid in a school, except that he has a little higher ability. We give them a chance to work with that ability. The biggest problem here is that the kids think they are stereotyped. They know the stereotyped gifted, and the first week or so they come here they keep looking at the other students thinking that they are so much further beyond them. They don't know how they got qualified for it. Once they settle down and meet the kids socially and start talking to the others, they realize that they are really just kids with just a special ability.

MERROW: Robert Amrein, director of summer programs at Connecticut's Talcott Mountain Science Center.

(MUSIC: "The Circle Game")

GOLDMAN: John asked ten-year-old Matthew Kirshman how Talcott Mountain compares to his public school.

MATTHEW KIRSHMAN

KIRSHMAN: They treat you like a normal person, and...

MERROW: Wait a minute. Who's "they"?

KIRSHMAN: Teachers and instructors. They don't look down at you. The kids are nice. You do neat things. It's not like the teachers tell you what to do. You just go along and do it and the teachers, you could easily say, are your friends.

MERROW: Do you mean that schools down off the mountain are not that way?

KIRSHMAN: My teacher is a friend, but they treat you different. They treat you like you're the kids and they're the teachers. Right here, sometimes you teach the teachers and other times they teach you.

MERROW: How about the kids? Are the kids different up here from the kind of kids you meet down there?

KIRSHMAN: Yeah. In a lot of ways because down at school there is kids that are dumb, kids that are plain, kids that are smart. All kids up here are usually smart because I think all kids here earn the scholarship and you could relate to them like normal kids.

KIRSHMAN: Do you have trouble getting along with kids who are plain?

KIRSHMAN: No, I don't. It's just that it's more fun getting along with kids that are smart. Almost everybody here is friends.

MERROW: Would you like to be able to go to a school like this five days a week?

KIRSHMAN: No.

MERROW: That's interesting. How come? Why not?

KIRSHMAN: I'd probably get fed up with it because if I'm gonna learn, I would like to learn in a normal way. You look at things all different. Right here sometimes I look at...you don't have to learn. And I wouldn't like that. You just...it's different up here.

MERROW: So, there are some good things, then, about regular school?

KIRSHMAN: Yeah.

MERROW: Tell me what you do in your free time. What are you going to do tomorrow, for example, if it's a nice day?

KIRSHMAN: Probably go outside and play. Just walk around by the brook and all. I may just stay in and draw or call up my friends or maybe invite a friend over or maybe a friend is going to invite me over.

MERROW: Matthew Kirshman, a student at Talcott Mountain Science Center in Connecticut.

(MUSIC: "The Circle Game")

MERROW: Over the past few weeks, I've spoken with lots of gifted kids and with people who make a career of educating or of studying them. Still, the whole notion of genius eludes me somehow. I spoke about this with Dr. Joseph Renzulli, educational psychologist at the University of Connecticut.

DR. JOSEPH RENZULLI

RENZULLI: I don't think we really know enough about intelligence, but I think that differences in degree, ultimately when they become large enough, actually become differences in kind even though people see them as degree because they are measured by numerical standards.

MERROW: At some point, does an I.Q. score difference become qualitative and not simply quantitative? If my I.Q. is 100 and yours is 140, is that a qualitative difference between the two of us?

RENZULLI: I think so. When they become big enough then they really approximate differences in kind, or quality, as you would say.

MERROW: Then maybe that's what makes the notion of special programs for gifted a little bit hard to accept for a mass of people.

RENZULLI: I don't know. I just don't know what makes it hard to accept. Probably a lot of reasons. It's a complicated question.

MERROW: You are from Connecticut. Connecticut is generally considered one of the leading states and yet, even in that state, programs for gifted in the public schools are not mandatory, it's permissive legislation, yes?

RENZULLI: That's right.

MERROW: Why could it change?

RENZULLI: Well, we are working on the legislature. It takes a long time to have action along these lines. But I think many other states have mandatory legislation, but no funds. So, given my choice between the two, I'd rather have the funds mandating for programs without some support is probably going to result in a large collection of patched-up bits and pieces of practices and an awful lot of guise of programming for gifted. There is only so much you can get out of a dollar and you can't get blood from a turnip.

GOLDMAN: Dr. Joseph Renzulli of the University of Connecticut. He said that getting a legislature to act was difficult. We found that it's often hard to get the school system to act, too. Ruth Mancuso, chairperson of the New Jersey State Board of Education, tends to take a hard look at the question of more money for programs. Perhaps schools can have more programs for the gifted without spending more money.

RUTH MANCUSO

MANCUSO: Does an equal opportunity for gifted and talented children translate into additional sums of money? Well, maybe. We would need some small additional sums of money, but I think a more critical question is to examine what you are spending now on those children, the way in which it's being spent and perhaps reallocate those resources.

MERROW: That all sounds so simple...that it won't cost more money. That's really hard to accept.

MANCUSO: I didn't say it wouldn't cost more money, but I really don't think we can just arbitrarily say I will, it won't, it should.

MERROW: We spend forty-two dollars on handicapped kids for every dollar we spend on gifted kids and twenty eight dollars on every disadvantaged kid for every dollar we spend on a gifted kid. I may have those numbers backwards but it's forty-two and twenty-eight to one.

MANCUSO: Frankly, I don't know that I think that's a valid way to reason. I've heard those kind of figures and I've heard that kind of comparison. I think you are dealing with two very different kinds of problems -- the medical, the physical, the mental health problems of children with severe handicaps. I think that's a very different thing from looking at making opportunities and experiences who we classify as gifted and talented. So, I really don't think that's quite a valid comparison. I still want to start at the basic. I think we've done that, to some extent, with handicapped children. We've said, given these needs, and these kinds of services, then it costs this kind of money to given an appropriate program to children with handicaps. I don't think we've done that kind of thinking about the needs of gifted or talented. So I'm saying let's do the same kind of a look. Let's take the present resources

and examine the use, examine the allocation, examine the kinds of experiences we are providing. If that leads us then to conclude that we cannot provide an opportunity for gifted and talented within those resources, then I think we have a base to begin to say that it's going to take "x" more dollars to meet the needs of these children. I don't think we've done it quite that way.

For example, I just saw a study that indicates that some academically -- mathematically -- gifted children completed algebra I in eight weeks and in one year completed geometry, algebra II and trig. Now, that's the kind of thing I'm talking about. No more money was spent but, in fact and indeed, for that percentage of children, it freed money presently being spent, for other purposes.

MERROW: There are a lot of money questions that have to be asked.

MANCUSO: Is it additional money? Is it an opening up of the system? Is it going out into use in museums? Is it consortiums with local colleges and universities? All of these may be valuable and may be very modest in terms of expenditure. Better use of community resources for these young people. Better use of industry and business opportunities. Better use of local artists to work with children. I think that there are a lot of opportunities. Now there's going to be some staff money. I think one of the reasons we haven't done as much in this area, and I hope it's one thing parents would look at is that someone has to assume some leadership responsibility and have some time and planning time to develop some of these opportunities. Someone directly responsible for this program. And we haven't in many cases done that kind of thing. It's a kind of "everyone should do it" and as a result, it's difficult to get anyone to do it.

MERROW: Thanks very much. Ruth Mancuso who is chairperson of the State Board of Education in New Jersey.

GOLDMAN: Earlier in this series, we asked you to tell us about the school programs where you live. A lot of you have written in with descriptions and opinions. Here's a sample.

MERROW: Shirley Gibson in Greensboro, North Carolina, tells us that there are no efforts being made towards testing for creativity or giftedness. Most extra testing is done to explore areas in which a child might need remediation. Other testing is sometimes done by request. And then she writes:

> "I made such a request yesterday for my seven year old after hearing your broadcast."

That makes us feel good. Mrs. L. E. Freighter of San Diego, California writes:

> "Our oldest son, who is now in medical school, is a gifted person. Fortunately, he spent the seventh through the twelfth grades in a special situation called "independent study". These children were identified by I.Q. testing and given the opportunity to come together as a separate class within the public school system. They could work on special projects and go ahead at their own speeds in basic subjects. Our son was not troublesome, just quiet. We thought, sort of asocial. Once in this program with peers he could communicate with more effectively, he blossomed in every way."

GOLDMAN: Mrs. W. P. Buckley who listens on WDUK-FM in Pittsburgh says:

> "Yes, our school system has a program for gifted children. But the state funds are being cut for the next year. So, unless our local school board can come up with some more money, the program will probably be much smaller."

MERROW: Patty Estes of Auburn, Maine writes:

> "No. Our school system here in Auburn, Maine, has no program for the gifted child. In fact, our high school boasts of being one of the largest (1,700 students) and best in the state. They are best-- in football and skiing. I feel that the high school in Auburn is one of the most repressive and stifling non-institutions I know of."

GOLDMAN: William Miller, of Bridgeport, Michigan, listens to us over Michigan State University radio station WKAR. He writes:

> "Our school administration does not seem to know how to develop the gifted students. I'm not even sure they share our feeling that the need even exists. Our group of concerned students and parents have been told that it might even be illegal to offer special assistance or develop programs directed to only a small segment of students."

MERROW: Thomas Bredlow of Tucson, Arizona really doesn't like what he's been hearing:

> "You are in error to suppose and convey that most children are as gifted as you say and that most teachers are as stupid as you would have the world believe."

GOLDMAN: And, John, Elizabeth Herman from Monroe, Maine says:

> "As a regular classroom teacher, fourth grade, I resent and distrust the special programs approach. I think it's at best a stopgap measure and at worst an avoidance and denial of the actual problem -- the inability of the schools to deal effectively and positively with children. To answer your question, how do we deal with our gifted children, the answer is quite simply that we don't. We don't have a program of any kind. Furthermore, it has been my experience that many teachers do not like to accept the fact that some of their students may, in fact, be gifted."

MERROW: You know, Connie, the more we worked on this series, the more the kind of little suspicion crept into our minds that maybe, maybe we were gifted too. And apparently it struck at least one of our listeners that way. His name is Donald Maxwell. He lives in Springfield, Missouri, and he writes:

> "Dear NPR: I've been enjoying your series on gifted children. In fact, I've been flattered by it, I guess. I had never really thought of myself as gifted until now. Well, maybe I've outgrown it anyhow."

Connie, here are two that I think I probably ought to read together. One comes from Mrs. Dale McDonald in Cedar Rapids, Iowa, and she says:

> "I've enjoyed your programs on Gifted & Talented Children so much. Having raised two gifted children, I recognize and sympathize and agonize over each program. Where were you when I needed you?"

The other side of that, Connie, comes from Mary Peterson in Saverna Park, Maryland. She writes:

> "I listen to your program on gifted children on WAMU radio FM. It made me, a mother of five children, somewhat angry. Why must children be labeled? All children - all children are gifted in one way or another."

GOLDMAN: Thank you all for your letters. We'll be sending you a free set of the transcripts of this five part series. But before we wrap it up, let's go back to Talcott Mountain in Connecticut. The day John was there, the kids launched an experimental weather balloon.

MERROW: I notice you have little postcards attached. What's on the postcards?

GIFTED CHILDREN AT TALCOTT MOUNTAIN, CONNECTICUT

CHILD: The weather, the peoples' names who launched it, and the school they're from.

MERROW: So, you hope that somebody will find it and send the postcard back?

CHILD: Right, hopefully.

MERROW: Okay, it's just about time for the countdown.

MAN: Okay, now, if the balloon goes towards the sun, do not watch that long, because we don't want you to get hurt. Now, we'll count down backwards from ten. When we reach zero, all three go together. Ready - set - - -

CHILDREN IN UNISON: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0 -- CHEERING AND YELLING.

(MUSIC -- "Up Up and Away")

GOLDMAN: Material for this program was provided by station WBEZ, Chicago, and Reporter Rick Mitz in New York. Special thanks are also due to the staff of National Public Radio's cultural magazine series "Voices in the Wind" for all the sound portraits of the gifted people they made available to us.

MERROW: A grant from the Robert Sterling Clark Foundation has made this special series possible. It also allows us to distribute transcripts of the program free of charge. Write: National Public Radio - Education, Washington, D.C. 20036.

GOLDMAN: Cassettes are available also. A set of five costs $16. Here's our address again: National Public Radio - Education, Washington, D.C. 20036.

MERROW: One last request: We're trying to find out what you think about this series and about education in the United States. We've had a questionnaire designed, and we want as many of you to fill it out as possible. If you'd like us to listen to you, instead of the other way around, write us. We'll send you a questionnaire and a stamped envelope. All answers will be kept confidential, of course.

GOLDMAN: Here's our address one more time: National Public Radio - Education, Washington, D.C. 20036.

(MUSIC)

CHILD: OPTIONS IN EDUCATION is a co-production of the Institute for Educational Leadership at the George Washington University and National Public Radio.

(MUSIC)

GOLDMAN: Principal support for the program is provided by the National Institute of Education.

MERROW: Additional funds are provided to NPR by the Corporation for Public Broadcasting and to IEL by the Carnegie Corporation, the U.S. Office of Education, and the Robert Sterling Clark Foundation.

GOLDMAN: This program is produced by Jo Ellyn Rackleff. The Executive Producer is John Merrow. For OPTIONS IN EDUCATION I'm Connie Goldman.

CHILD: This is NPR - National Public Radio.

RESOURCE LIST

GIFTED AND TALENTED

BALDWIN, Dr. Alexinia, Professor of Curriculum and Instruction, State University of New York, Albany, New York

BARBE, Walter, Ed. Psychology and Education of the Gifted: Selected Readings, New York, Appleton-Century-Crofts, 1965

BITAN, Dr. Dan, Acting Head, World Council on the Gifted & Talented, Director of Program for the Gifted, Israel

BOSTON, Dr. Bruce, Product Coordinator, ERIC Clearinghouse on Handicapped & Gifted Children, Reston, Virginia

COLLIS, Dr. Henry, Director, National Association for Gifted Children, London, England

COUNCIL FOR EXCEPTIONAL CHILDREN, Reston, Virginia

CURRY, James, Consultant, Gifted Child Education, Cedar Falls, Iowa

FARRELL, Marjorie, Special Education Coordination, Kansas City, Missouri

FRENCH, Joseph L., Ed. Educating the Gifted, A book of Readings, New York, Holt, Rinehart & Winston, 1964

GALLAGHER, James, Research Summary on Gifted Child Education, Illinois, State Department of Education, 1966

GALLAGHER, James, Teaching the Gifted Child, Boston, Allyn-Bacon, 1964

JAVITS, Senator Jacob, U.S. Senate, Washington, D.C.

JOHNSON, Charmaine, Coordinator of Gifted & Talented Program, Shawnee Mission, Kansas

JORDAN, Dr. Charles, Director, Program for Gifted Children, Cleveland Public Schools, Cleveland, Ohio

LARSH, Dr. Edward, U.S. Office of Education, Regional Office, Denver, Colorado

LaSALLE, Donald, Director, Talcott Moutain Science Center, Avon, Connecticut

LYON, Dr. Harold, Director, Office of the Gifted & Talented, U.S. Office of Education, Washington, D.C.

MAY, Rollo, The Courage to Create, New York, Norton, 1975

MANCUSO, Ruth, Chairman, New Jersey State Board of Education, Trenton, New Jersey

MEAKER, Dr. Mary, Structure of Intelligence Institute, El Segundo, California

NATIONAL STATE LEADERSHIP TRAINING INSTITUTE ON THE GIFTED & TALENTED, Los Angeles, California

NEWLAND, T. Ernest, The Gifted in Socio Cultural Perspective, Englewood Cliffs, New Jersey, Prentice-Hall, 1976

NOVOTNY, Sue, Consultant for Gifted Program, Yuma County, Arizona

POHL, Dr. Rudy, Editor, Gifted & Talented Education, Branford, Connecticut

RENZULLI, Dr. Joseph, Professor of Educational Psychology & Research, University of Connecticut, Storrs, Connecticut

ROBB, Dr. George, Professor of Education, York University, Toronto, Ontario, Canada

TALCOTT MOUNTAIN SCIENCE CENTER, Avon, Connecticut

TREFFINGER, Dr. Donald, Chairperson, Department of Educational Psychology and Research, University of Kansas, Lawrence, Kansas

WARD, Virgil S., Education of the Gifted: An Axiomatic Approach, Columbus, Charles E. Merrill, 1961